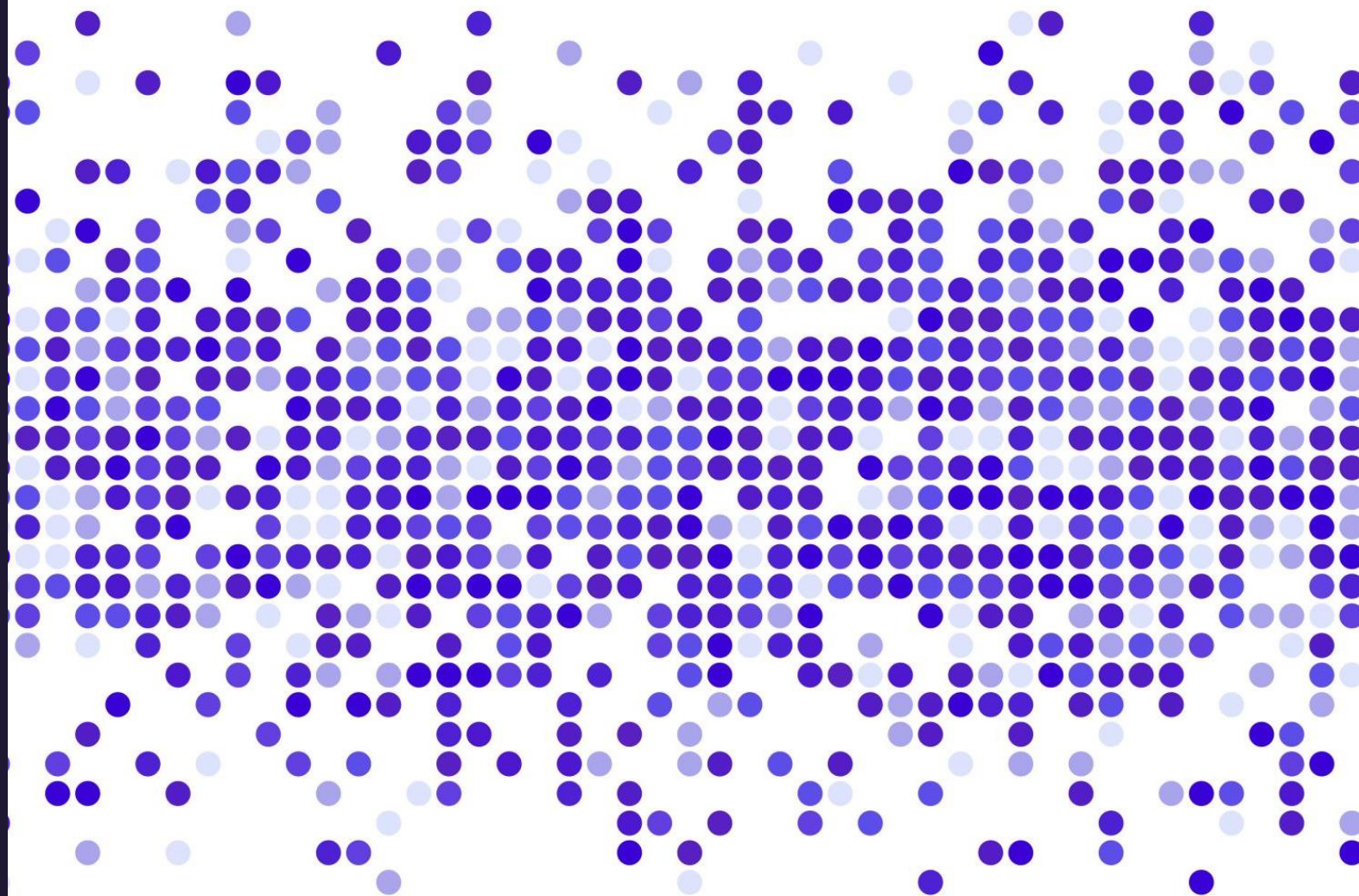



Impact of Covid-19 on Children's Learning

Worcestershire Head Teacher
Response

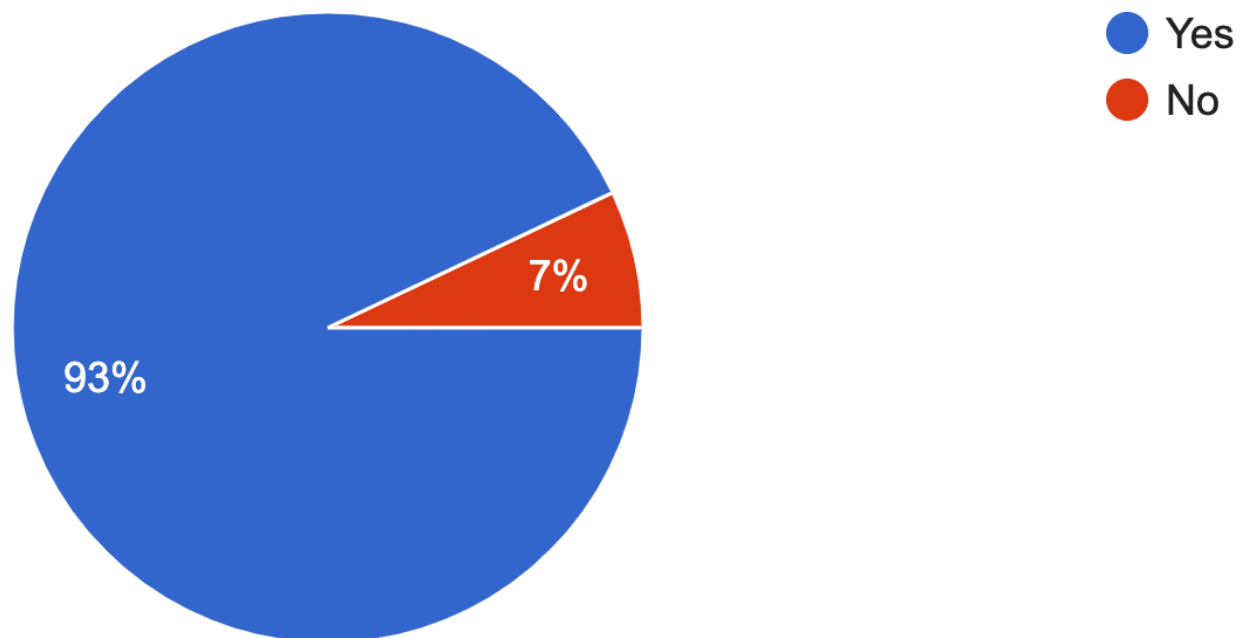
Julie Wills

Chair of Head Teacher's Primary
Partnership



Are you worried about the negative impact that the Covid-19 outbreak has had on pupils' learning?

71 responses



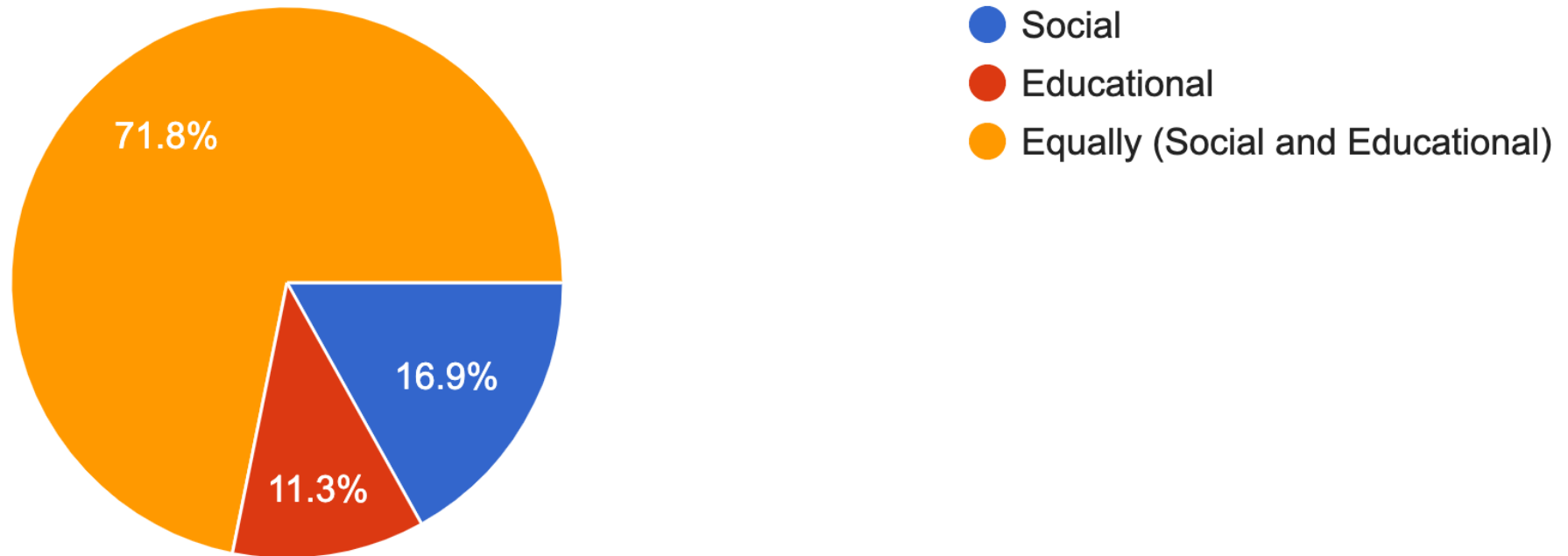
Concerns:

- Children who have not engaged with remote learning.
- Learning behaviours as oppose to curriculum content (how are children going to adapt being back in the school environment).
- Wellbeing is a key priority, rather than tests/formal assessments.
- Focus on mental health in the short and long term.
- Retention of knowledge.
- How to inspire a love of learning.



Where do you feel the negative impact of covid will have most impact?

71 responses



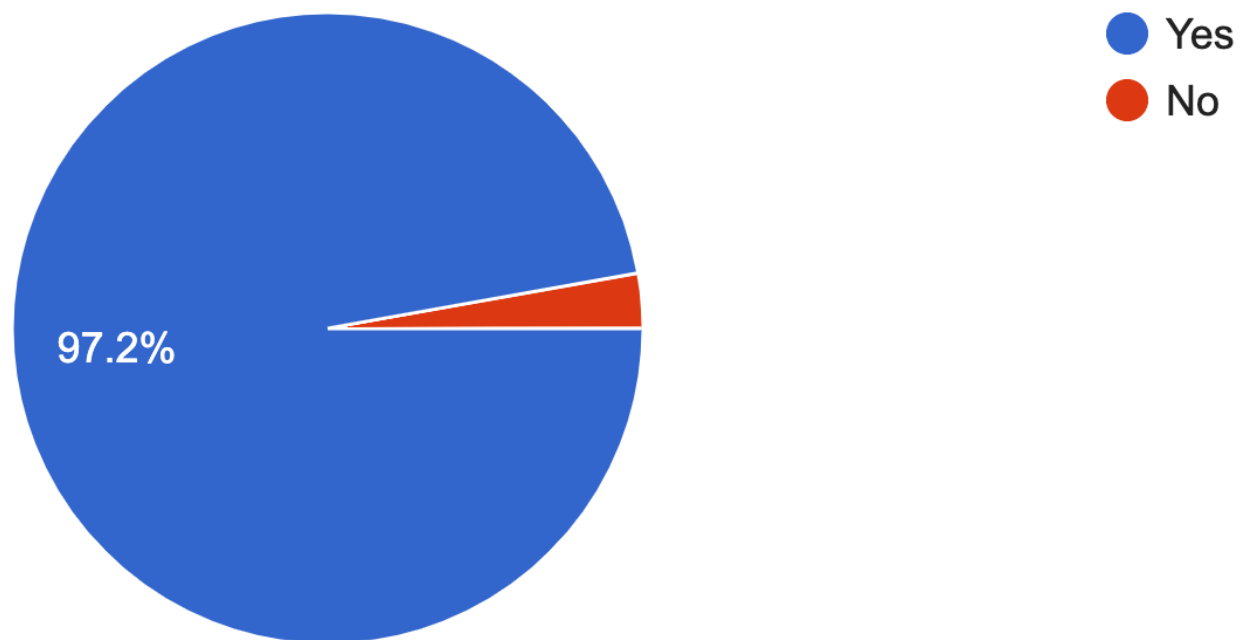
Comments:

- Balance here is interesting in that % of social is higher than that of educational impact.
- Overall heads concern covers both within the primary sector. Our initial research shows this lockdown has been much harder for parents to manage than the first one (due to working parents and employer expectations; impact of covid on job losses; financial stress on parental community and anxiety on children's lack of formal schooling).
- Good progress was made during the autumn term and children's learning behaviour quickly adapted to school routine again.
- Imperative focus is on social and emotional mental health and wellbeing.



Do you feel positive, in the absence of external assessment, that you have a secure system that can accurately reflect children's attainment?

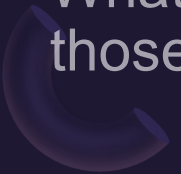
71 responses



How have we been working?

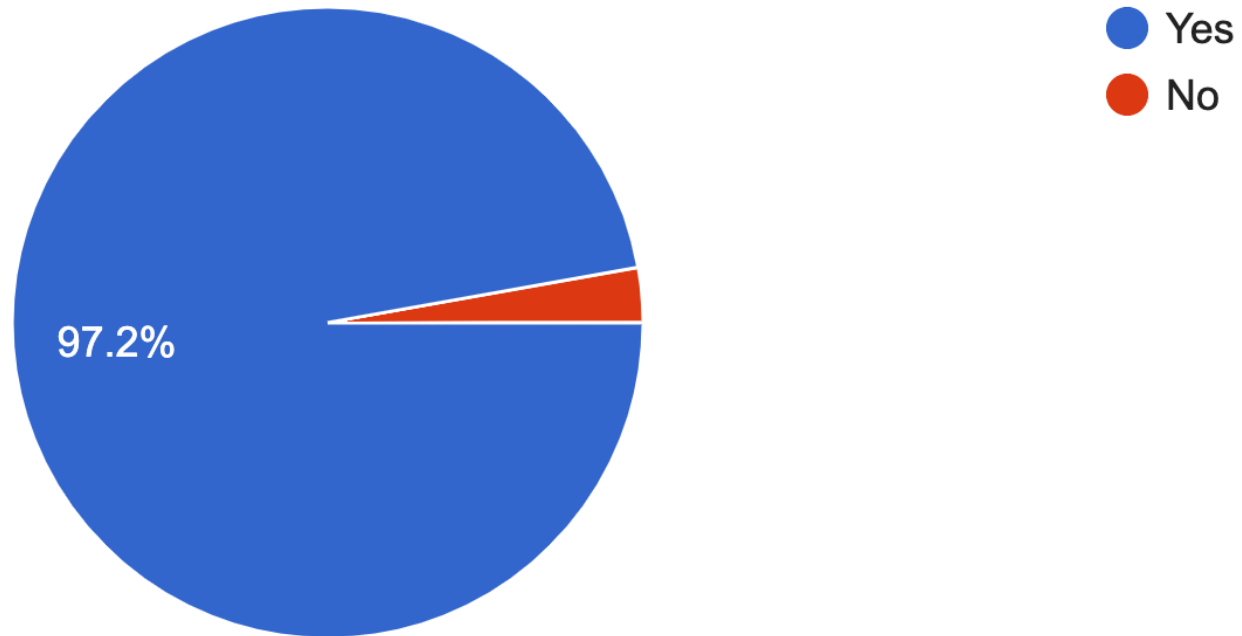
- Teachers have been working throughout this crisis to assess their children's needs through a variety of different factors.
- Home-school liaison has been key throughout the entire lockdown process. Children are either in school as key worker or vulnerable or learning from home via some form of remote learning platform.
- Schools have been monitoring engagement of children and regular weekly phone calls take place to support parents with their children's home learning.
- Concern has been around those children that have not engaged with any form of online learning but who do not present under the vulnerable category and are not key worker or SEND children.
- Teachers have an intuitive feel for their children's developmental needs (with or without external assessment).

How we have an impact...

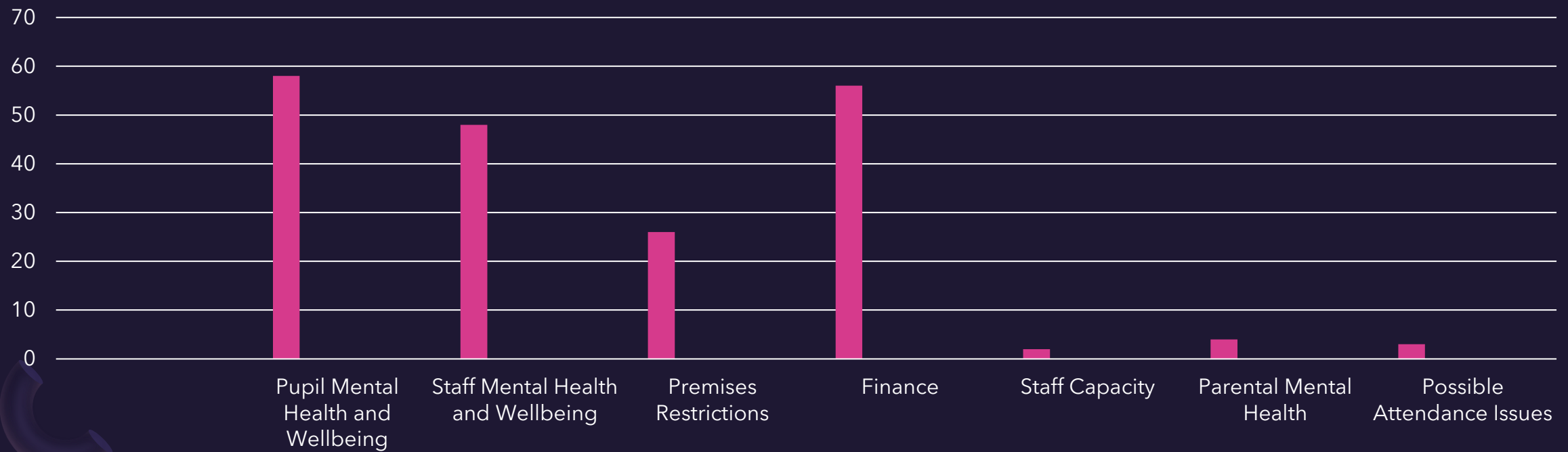
- Key to assessment is rooted in quality first teaching and sound knowledge of children's development and curriculum.
 - Much assessment is through internal teacher's observations and is moderated against clear objectives.
 - Systems are robust and can accurately assess.
 - Teachers have skill and expertise in judging their children to ensure the learning from this point forwards will be strong and have impact for educational success.
 - What is not required at this point is external pressure to achieve specific goals set by those that who are not working directly with our children.
- 

Do you feel your school has the capacity to provide continued improved educational provision?

71 responses



What factors do you feel are barriers in positively impacting children's learning?



Other ongoing concerns:

- - Teachers and other school staff have not yet been vaccinated. If this could be sorted prior to school reopening, it would have a huge impact on morale throughout the education profession.
- - Finance issues (particularly for those schools that run businesses such as breakfast club and after school that were reliant external income to pay staff but who have not been able to use the furlough scheme).
- - potential bubble closures and parental anxiety about risk.
- - Staff Capacity
- - Time
- - Limitations in terms of school organisation, keeping bubbles and staff as separate as possible is challenging, particularly in some small primary schools.
- - Parental anxiety and parental engagement.